

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Agriculture Today's Date: 9/17/2010
- b. Department/Division: Community & Leadership Development
- c. Contact person name: Dr. Rick Maurer Email: richard.maurer@uky.edu Phone: 7-7582
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: CLD 100
- b. Full Title: Introduction to Community and Leadership Development
- c. Transcript Title (if full title is more than 40 characters): Intro to CLD
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

x(One hr per wk) _____ Laboratory¹ _____ Recitation _____ Discussion _____ Indep. Study
Lecture
_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency
_____ Seminar _____ Studio _____ Other – Please explain: _____

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 1

h. Is this course repeatable for additional credit? YES NO

If YES: Maximum number of credit hours: _____

If YES: Will this course allow multiple registrations during the same semester? YES NO

- i. Course Description for Bulletin: The course explores how communities of place and interest influence our lives and how these different types of communities are related to the media and leadership. Introduces the intellectual frameworks underlying this field as well as the types of research and outreach done by faculty.

j. Prerequisites, if any: N/A

k. Will this course also be offered through Distance Learning? YES⁴ NO

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus? YES NO

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

4. Frequency of Course Offering.

- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO

If NO, explain: _____

- 5. Are facilities and personnel necessary for the proposed new course available?** YES NO

If NO, explain: _____

- 6. What enrollment (per section per semester) may reasonably be expected?** 35

7. Anticipated Student Demand.

- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO

If YES, explain: _____

8. Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

- a. Is this course part of a proposed new program? YES NO

If YES, name the proposed new program: _____

- b. Will this course be a new requirement⁵ for ANY program? YES NO

If YES⁵, list affected programs: Community & Leadership Development

10. Information to be Placed on Syllabus.

- a. Is the course 400G or 500? YES NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: CLD 100

Proposal Contact Person Name: Rick Maurer

Phone: 7-7582

Email:
richard.maurer@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Dept. Faculty	6/20/10	Rory Jensen 7-7586 rjensen@uky.edu	<i>Rory Jensen</i>
UCC-CAA	10/29/10	Larry Groban 7-7555 l.groban@uky.edu	<i>Larry Groban</i> 11/27/10
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External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	2/15/2011	Sharon Gill <small>Digitally signed by Sharon Gill DN: cn=Sharon Gill, o=Undergraduate Education, ou=Undergraduate Council, email=sgill@uky.edu, c=US Date: 2011.02.16 09:15:00 -0500</small>	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

CLD 100 -- 1 credit hour
Introduction to Community and Leadership Development
Monday 4-4:50

Lead Instructor:

Dr. Lori Garkovich 706 Garrigus Bldg 859-257-7581 lgarkov@uky.edu
Office hours: By appt

Required Text:

Course readings will be available for purchase.

Course Description

The essential questions that will guide this course are: What is community and why it is important? What is the role of the media in community life? How does formal and nonformal learning relate to community stability and change?

Although we talk about a global society, the reality is that we all live out our daily lives in the context of communities. Our families and work organizations are anchored in physical communities and the social, economic, political and cultural characteristics of these communities profoundly influence our ways of thinking and doing. Whether as children or adults, we are constantly learning about the world around us. We acquire this knowledge in formal and informal settings, through the media, and through social networks. Sometimes the information we gain mobilizes us or others to become civic activists and leaders.

Course Goals: This course focuses on how communities of place and interest influence our lives and families, as well as how these different types of communities are influenced by the media and leadership. The course will introduce you to intellectual frameworks that explain the relationships among these concepts and also introduce you to the types of research and outreach done by faculty in this department.

Student Learning Outcomes: By the end of the semester you will be able to:

1. Define community studies, community development and change, community capitals, community communications, media literacy, formal and nonformal learning, and leadership.
2. Recognize examples of core concepts.
3. Describe the examples that illustrate the core concepts.
4. Explain the ways in which the core concepts are related to each other.

Course evaluation

We all learn differently and we have different strengths in demonstrating what we have learned. Therefore, we will be using several different approaches to assessing your learning during the semester.

<u>Evaluation method</u>	<u>Number</u>	<u>Total pts</u>
In-class activities	5 @ 10 pts each	50 pts
Reflective journal writings	5 @ 10 pts each	50 pts
Total points possible		100 pts

Grade distribution: 90 – 100 pts = A; 80 – 89 pts = B; 70 – 79 pts = C; 60 – 69 pts = D; Under 60 pts = E

Explanation of course evaluation components

In-class activities (5, each worth 10% of the final grade)

Various types of in-class activities will enable you to demonstrate your understanding of concepts and issues in the course readings and class discussions. Activities may include "hot" writings, short quizzes, and/or group problem-solving tasks.

Reflective journal writing (5, each worth 10% of the final grade)

Each of these will be two pages and will require you to reflect on an activity that occurred in class, an observation you made out of class, an article you have read, a movie you have seen, or the results of a self-assessment. The reflective journal entries are designed to determine if you understand core concepts and can either apply these through self-evaluation or through an explanation of events "out there" in the real world.

Quality of writing as a component of your grade

If you cannot clearly and concisely communicate your ideas, there is no way for me to be sure that you understand the course material and have the ability to apply the course material. Therefore, 10% of the grade for all your assignments and quizzes will be based on the clarity and quality of your written presentation.

I draw your attention to Part II Rules of the University Senate found at: (<http://www.uky.edu/StudentAffairs/Code/part2.htm>) for the official University policy which supports this position. "Section 5.2.4.3 Acceptable Standards in English Teachers in all courses are expected to call attention to and penalize for errors in English usage and to require the rewriting of papers which do not meet acceptable standards in English."

You will be provided with a Midterm Evaluation (by the midterm date) of course performance based on the criteria in syllabus.

Other course information

Classroom behavior, decorum, and civility

We (myself, this department and the University) have a commitment to respect the dignity of all and to value differences among members of our academic community. During this course, we will have many discussions and debates about issues. We may disagree with the ideas of others but we cannot attack the other person. You clearly have the right to take reasoned exception to the opinions of others and to voice opinions contrary to those offered by myself and/or other students (S.R. 6.1.2). Equally, as a faculty member, I have the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

Academic honesty

Academic dishonesty is not tolerated. All assignments and projects are to be your original work for the project assigned. You may build on a body of research or topical research area; however, you are not to reuse papers from previous courses, assignments, or other scholarly projects, or turn in the same paper for two courses you are taking simultaneously. To do so constitutes cheating. If you are caught, the minimum penalty is zero on an assignment for the first offense; an additional penalty of extra work,

reduced letter grade, or E may be imposed. There is a minimum penalty of E for offenses subsequent to a "minor" offense. There is a minimum penalty of suspension for offenses subsequent to a major offense.

You should read the official University policy on plagiarism at the site listed below. See Part II, Section 6.3.0 of "The Code of Student Conduct" at the following website:

<http://www.uky.edu/StudentAffairs/Code/part2.html>. You should also read the paper: "Plagiarism: What is it?" at the Academic Ombud website: <http://www.uky.edu/Ombud/Plagiarism.pdf>

There is also an online tutorial on plagiarism entitled "How to avoid plagiarism" at the Ombud website that will help you understand what plagiarism is and how you can avoid this problem.

Policy on academic accommodations due to disability.

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Excused absences

Attendance at scheduled classes and participation in class activities and discussions is at the heart of learning. While I will not take attendance, I expect you to attend and participate in classes unless you have a legitimate excuse. See the following website (<http://www.uky.edu/StudentAffairs/Code/part2.htm>) and specifically Section 5.2.4.2 Excused Absences for the University's policy on excused absences.

This section notes: "Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The instructor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred."

Make-up policy

If you have an excused absence for a day in which we do an in-class activity, you will have an opportunity to do a make-up assignment, although it may not be the same one completed in class on the day you missed.

Late papers

I expect all assignments to be completed on time. For the purposes of this class, this means you must turn in the paper or E-mail me a copy by midnight of the day the assignment is due. For each 24 hour period that the assignment is late, I will deduct 5 points from your grade for that assignment. If you have an excused absence you will, of course, be able to submit an assignment late without this penalty.

End of the semester incomplete

An incomplete will be granted only upon the submission of a formal request, in writing, for an incomplete for the semester's work and an explanation that fits within University guidelines for why you are seeking an incomplete. If granted, you will sign a contract specifying the remaining course work to be completed and a time line for submitting this work.

Course Outline

Topic	Readings	Sample Assessments
<p><i>Weeks 1 and 2</i></p> <p>The many meanings of community</p> <p>How is community defined by the different social sciences?</p> <p>Community of place Community of interest</p> <p>Is community still relevant in a global society?</p> <p><u>Learning Objectives</u> Define community</p> <p>Explain why social scientists say community is still important</p>	<p>Howarth, Caroline Susannah. Towards a Social Psychology of Community: A Social Representations Perspective. <i>Journal for the Theory of Social Behaviour</i>, Jun2001, Vol. 31 Issue 2, p223</p> <p>Theodori, Gene L. (2005) 'Community and Community Development in Resource-Based Areas: Operational Definitions Rooted in an Interactional Perspective', <i>Society & Natural Resources</i>, 2005, Vol 18, No. 7: 661 — 669</p> <p>McMillan, D. and D. Chavis. 1986. Sense of Community: A definition and theory. <i>Journal of Community Psychology</i>, Vol. 14, No. 1: 6-23</p> <p>McMillan, D. Sense of Community. 1996. <i>Journal of Community Psychology</i>, Vol. 24: 315-325</p>	<p>Write a 2 page description of your home community. Do this by addressing the following points:</p> <p>Name of your home community</p> <p>Describe its basic characteristics (population size, racial composition, what it is near)</p> <p>How long has your family lived in this community?</p> <p>Do you hope to go back after college? Why or why not?</p>
<p><i>Weeks 3 - 6</i></p> <p>Core institutions, their functions, and their relationships</p> <p>Family Education Economy Polity Religion</p> <p><u>Learning objectives:</u></p> <p>Identify the key institutions</p> <p>Explain the function or purpose of each institution</p>	<p>Mancini, Jay A.; Bowen, Gary L.; Martin, James A.. Community Social Organization: A Conceptual Linchpin in Examining Families in the Context of Communities. <i>Family Relations</i>, Dec2005, Vol. 54 Issue 5, p570-582</p> <p>Kolodny, Kelly Ann. Inequalities in the Overlooked Associations in Urban Educational Collaborations. <i>Urban Review</i>, Jun2001, Vol. 33 Issue 2, p151</p> <p>Woolley, Michael E.; Grogan-Kaylor, Andrew; Gilster, Megan E.; Karb, Rebecca A.; Gant, Larry M.; Reischl, Thomas M.; Alaimo, Katherine. Neighborhood Social Capital, Poor Physical Conditions, and School Achievement Children & Schools, Jul2008, Vol. 30 Issue 3, p133-145,</p> <p>Nivin, Steve; Plettner, David. arts, culture, and Economic Development. <i>Economic Development Journal</i>, Winter2009, Vol. 8 Issue 1, p31-41</p> <p>Zacharakis, Jeff; Devin, Mary; Miller, Teresa. Political Economy of Rural Schools in the Heartland. <i>Rural Special</i></p>	<p>Write a 2 page institutions reflective essay on your home community. Do this by addressing the following points:</p> <p>Describe people's views on the schools. Did people feel the schools were academically good? Did people support the schools? How?</p> <p>Describe what life is like for youth in your community. What do youth who cannot drive do? How does this change when they get their driver's license?</p> <p>Describe the role of houses of worship in your community.</p> <p>What kinds of jobs are available to people in your home community? Did most people work in your community or did they have to leave for employment?</p>

	Education Quarterly, Summer2008, Vol. 27 Issue 3, p16-24	
<p><i>Weeks 7 and 8</i></p> <p>Community capitals</p> <p>Environmental Physical Economic Quality of Place Social Cultural Human</p> <p><u>Learning Objectives:</u></p> <p>Define each type of community capital</p> <p>Explain how each type of capital affects the community</p> <p>Explain the relationships between the types of capital</p>	<p>Liu, Amy Quaoming; Besser, Terry. Social Capital and Participation in Community Improvement Activities by Elderly Residents in Small Towns and Rural Communities. <i>Rural Sociology</i>, Sep2003, Vol. 68 Issue 3, p343</p> <p>Laser, Julie Anne; Leibowitz, George Stuart. Promoting Positive Outcomes for Healthy Youth Development: Utilizing Social Capital Theory. <i>Journal of Sociology & Social Welfare</i>, Mar2009, Vol. 36 Issue 1, p87-102</p> <p>Marquart-Pyatt, Sandra T.; Petrzalka, Peggy. Trust, the Democratic Process, and Involvement in a Rural Community. <i>Rural Sociology</i>, Jun2008, Vol. 73 Issue 2, p250-274</p>	<p>Write a 2 page community capitals reflective essay on your home community. Do this by addressing the following points:</p> <p>How did your community celebrate the holidays? Did your community have any festivals?</p> <p>How would people describe your community?</p> <p>How would you describe the nature of social relationships in your community?</p>
<p><i>Weeks 9 - 11</i></p> <p>Community processes and conditions</p> <p>Social inequality Power and influence Intergroup relations Volunteerism Civic engagement</p> <p><u>Learning objectives:</u></p> <p>Define key community processes</p> <p>Identify and explain how a community process influences the nature of life in the community</p>	<p>Chávez, Sergio. Community, Ethnicity, and Class in a Changing Rural California Town. <i>Rural Sociology</i>, Sep2005, Vol. 70 Issue 3, p314-335</p> <p>Wang, Lili; Graddy, Elizabeth. Social Capital, Volunteering, and Charitable Giving. <i>Voluntas: International Journal of Voluntary & Nonprofit Organizations</i>, Mar2008, Vol. 19 Issue 1, p23-42</p> <p>Henderson, Debra A., Tickamyer, Ann R. Lost in Appalachia: The Unexpected Impact of Welfare Reform on Older Women in Rural Communities. <i>Journal of Sociology & Social Welfare</i>, Sep2008, Vol. 35 Issue 3, p153-171</p>	<p>Write a 2 page community processes and conditions reflective essay on your home community. Do this by addressing the following questions:</p> <p>Describe a typical day when you were a teenager. What did you do? Was this similar to what others your age did?</p> <p>When you were growing up, what kinds of activities or clubs were you involved in?</p> <p>Did your parents belong to any clubs or organizations?</p> <p>Did you or other family members ever do volunteer work?</p>
<p><i>Weeks 12 and 13</i></p> <p>Media and community</p>	<p>Jeffres, Leo W.; Lee, Jae-Won; Neuendorf, Kimberly; Atkin, David. Newspaper Reading Supports Community Involvement. <i>Newspaper Research</i></p>	<p>Get a copy of your hometown newspaper. Compare it to the Herald Leader. Write a 2 page paper that describes the</p>

<p>Functions of media Influence of media</p> <p><u>Learning objectives:</u></p> <p>Define media</p> <p>Identify the types of media in a community</p> <p>Explain the role of media in community affairs</p>	<p>Journal, Winter2007, Vol. 28 Issue 1, p6-23</p> <p>Beaudoin, Christopher E.. The impact of news use and social capital on youth wellbeing: An aggregate-level analysis. Journal of Community Psychology, Nov2007, Vol. 35 Issue 8, p947-965</p> <p>Zhang, Weiwu; Chia, Stella C.. The Effects of Mass Media Use and Social Capital on Civic and Political Participation. Communication Studies, Sep2006, Vol. 57 Issue 3, p277-297</p> <p>Fleming, Kenneth; Thorson, Esther; Zengjun Peng. Associational Membership as a Source of Social Capital: Its Links to Use of Local Newspaper, Interpersonal Communication, Entertainment Media, and Volunteering. Mass Communication & Society, Summer2005, Vol. 8 Issue 3, p219-240</p>	<p>similarities and/or differences in the kind of stories presented in these two newspapers. What do you think accounts for these similarities or differences? Conclude with a brief discussion of what you use the information in the paper for compared to how your parents or grandparents used the newspaper.</p> <p>If you are from Lexington, compare the Herald Leader with the Kentucky Kernel (think of UK as a community).</p>
<p><i>Weeks 14 - 16</i></p> <p>Processes of change</p> <p>Social Change Local politics Community development Community organizing</p> <p><u>Learning objectives:</u></p> <p>Describe how social change occurs in a community</p> <p>Define community development</p> <p>Explain the relationship between community development and community organizing</p>	<p>Besser, Terry L.; Recker, Nicholas; Agnitsch, Kerry. The Impact of Economic Shocks on Quality of Life and Social Capital in Small Towns. Rural Sociology, Dec2008, Vol. 73 Issue 4, p580-604</p> <p>Hyman, James B.. Exploring Social Capital and Civic Engagement to Create a Framework for Community Building. Applied Developmental Science, 2002, Vol. 6 Issue 4, p196-202,</p> <p>Ganz, Marshall. What is Organizing? Social Policy, Fall2002, Vol. 33 Issue 1, p16-17, 2p,</p>	<p>Write a 2 page change reflective essay that addresses the following:</p> <p>What kinds of changes have you seen in your home community over the years?</p> <p>What would make your home community a more attractive place to live and work?</p>